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ABSTRACT

This report is a summary of dropout rates for the 1980-81, 1981-82, and 1982-83 school years. From 1980 to 1983, dropout rates at individual schools ranged from 4.1 percent to 15.5 percent at regular high schools, 15.6 percent to 40.7 percent at continuation schools, and 12.1 percent to 50.3 percent in independent study programs at continuation schools. Dropout rates increased at all high schools. Two out of the three years between 1980 and 1981, the junior class had the largest percentage of total dropouts. The senior class has experienced a steady increase in dropout rates and has realized the largest gain in percentage points. Sophomores had the greatest decrease and freshman the lowest rate. Total dropout rates for Hispanics, Blacks, and American Indians exceeded the district-wide average enrollment for their respective groups from 1980-83. But dropout rates for these ethnic groups appear to be decreasing. Asian and white total dropout rates have remained below their district-wide average enrollment, but have realized a gain in total dropout rates over the three-year period. The dropout rate for males, though higher than for females, has decreased 2.5 percent since 1980, while the female rate has increased by the same percentage points. (PS)

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DISTRICT-WIDE MULTI-YEAR STATUS REPORT ON HIGH SCHOOL LEVEL DROPOUT MEASUREMENT FOR YEARS ENDING JUNE 30 OF 1981, 1982, and 1983

UD025293

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

1215-84

November 13, 1984

Administrative and Evaluation Services Office No. 6
Series: 1984-85
Information Summary: DISTRICT-WIDE MULTI-YEAR STATUS REPORT ON HIGH SCHOOL LEVEL DROPOUT MEASUREMENT FOR YEARS ENDING JUNE 30 OF 1981, 1982, AND 1983

General Background

During the 1979-80 school year, discussions on the management of the Sacramento City Unified School District were held by the Executive Staff and Board of Education. At that time, it was established that an important part of good management was ongoing planning and that such planning needed a management performance measurement system. This system would require continuous assessments of perceptions and expectations held by students, school-site and district staffs, and the community. Performance indicators of the system would also be needed, such as graduate follow-up and dropou information.

As a result of these deliberations, the district, with authorization from the board, contracted with School Research Services for the establishment of such measurements. A comprehensive Management Monitoring System was presented by this agency which consisted of ten components: (1) Parent Attitude Survey, (2) Voter Attitude Survey, (3) Staff Attitude Survey, (4) Student Attitude Survey, (5) Physical Plant Condition Assessment, (6) Management Reporting System for Student Achievement, (7) Dropout Measurement, (8) Graduate Feedback System, (9) Financial Support Service, and (10) Physical Plant Cleanliness Measurement. Two of the these components, the dropout measurement and graduate feedback system, were approved by the Board of Education and instituted during the 1980-81 school year.

This report is a multi-year summary of dropout rates for the 1980-81, 1981-82, 1982-83 school years. Included is information for 1980-81 which was presented to the Board of Education on June 14, 1982*.

**Electronic Data Processing reported the 1982-83 rates to tenths of a percent. In order to maintain uniformity in reporting multi-year data, minor adjustments were made to the percent rates stated in the June 14, 1982 report.*

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Method of Data Collection*

A record of the status of each student who enters a high school in the Sacramento City Unified School District is kept beginning with July 1st of a given year (1980 being the first year) and ends on June 30th of the following year (1981 was the ending year in the first round of data collection). This record reports the status of students who enter a school and stay less than or more than 15 days. It then categorizes those who stay more than 15 days as students who: (a) continue throughout the year in an active status, (b) transfer to another educational institution, (c) were expelled or exempted, (d) graduated, (e) were known dropouts, or (f) leave the school without reentering any other educational program within the time frame established by the monitoring system. The latter is classified as an "unknown" and is determined if a transcript is never requested for the leaving student by another educational institution. The counts for the "known" dropouts and "unknown" status of leaving students determine the total number used in arriving at the dropout rate on a yearly basis.

Definition of a Dropout

Based on the above data gathering process, a dropout is defined as a pupil who has enrolled and been in attendance for at least fifteen days at a school, has not completed graduation requirements or passed the state proficiency examination, is physically and mentally able to continue and has by choice decided not to continue at that school or in any other formal educational program.

Computation of Dropout Rate

The dropout rate is expressed as the number of dropouts from all grade levels during one year (beginning July 1 and ending June 30 of the following year) as a percentage of the total number of students enrolled in the school that same year.

Total Dropouts = "known" dropouts + "unknown" status of leaving students

Total Enrollees = all students entering a school and staying more than 15 days

$$\text{Formula} = \frac{\text{Total Dropouts}}{\text{Total Enrollees}} = \text{Dropout Rate}$$

**Electronic Data Processing Department personnel and registrars at all high schools are to be commended for their role in the data collection process which enables the system described above to function effectively.*

Dropout Rate by School

Over the last three years, dropout rates have ranged from 4.1% to 15.5% at regular high schools, 15.6% to 40.7% at continuation schools, and 12.1% to 50.3% in independent study programs at the continuation schools as indicated in the last three columns on Table 1 below.

TABLE 1

MULTI-YEAR SUMMARY OF DROPOUTS BY SCHOOL FOR A THREE-YEAR PERIOD (1980-1983)

	Dropouts			Enrollees			Dropouts as Percent of Enrollees		
	80-81	81-82	82-83	80-81	81-82	82-83	80-81	81-82	82-83
C. K. McClatchy	90	204	218	2,110	2,219	2,282	4.1	9.2	9.6
Hiram Johnson	259	306	343	2,556	3,116	3,294	10.1	9.8	10.4
J. F. Kennedy	136	381	152	2,510	2,462	2,704	5.4	15.5	5.6
Luther Burbank	152	231	295	2,380	2,451	2,386	6.4	9.4	12.4
Sacramento	154	216	215	2,285	2,336	2,432	6.7	9.1	8.8
American Legion	257	193	307	784	841	755	32.7	23.0	40.7
Argonaut	114	214	143	730	633	519	15.6	33.8	26.5
American Legion Ind. Study	--	161	58	--	377	480	--	42.7	12.1
Argonaut Independent Study	171	293	208	583	683	481	29.3	50.3	43.2
Totals	1,333	2,149	1,939	* --	--	--	--	--	--

*Sum of school totals does not equal district total because of interdistrict transfers. A district dropout rate can not, therefore, be computed from these totals.

During this time period, there has been an overall increase in the dropout rate from the base year (1980-81) figure at all schools. The last column on Table 2 below, shows increases ranging from .2% to 6.0% at regular high schools, 8.0% to 10.9% at continuation schools, and 13.9% in one of the independent study programs**.

TABLE 2

MULTI-YEAR SUMMARY OF DROPOUT RATES
WITH INCREASE OR DECREASE IN PERCENTAGE POINTS INDICATED

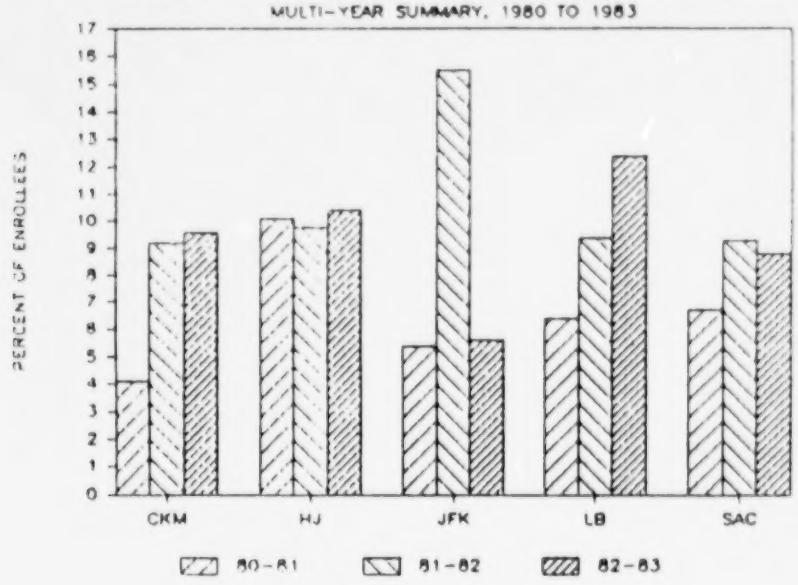
	80-81	81-82 (+/-)	82-83 (+/-)	Overall Increase/Decrease in a Three-Year Period
C. K. McClatchy	4.1	9.2 (+ 5.1)	9.6 (+ .4)	+ 5.6
Hiram Johnson	10.1	9.8 (- .3)	10.4 (+ .6)	+ .3
J. F. Kennedy	5.4	15.5 (+10.1)	5.6 (- 9.9)	+ .2
Luther Burbank	6.4	9.4 (+ 3.0)	12.4 (+ 3.0)	+ 6.0
Sacramento	6.7	9.1 (+ 2.4)	8.8 (- .3)	+ 2.1
American Legion	32.7	23.0 (- 9.7)	40.7 (+17.7)	+ 8.0
Argonaut	15.6	33.8 (+18.2)	26.5 (- 7.3)	+10.9
American Legion Ind. Study	--	42.7 --	12.1 (-30.6)	--
Argonaut Independent Study	29.1	50.3 (+21.0)	43.2 (- 7.1)	+11.9

Graphs 1 and 2, on the following page, provide a pictorial representation of the fluctuations in dropout rates which have occurred over a three-year period at each high school. It should be noted that fluctuations in percentages could be attributed, to some extent, to the technical and operational difficulties experienced during the first two years of implementation of the measurement system. These difficulties, for the most part, have been addressed so that fluctuations after 1982-83, can be attributed with more reliability to a "true" increase or decrease in dropout rates.

***Data on the other independent study program was not collected until the 1981-82 school year.*

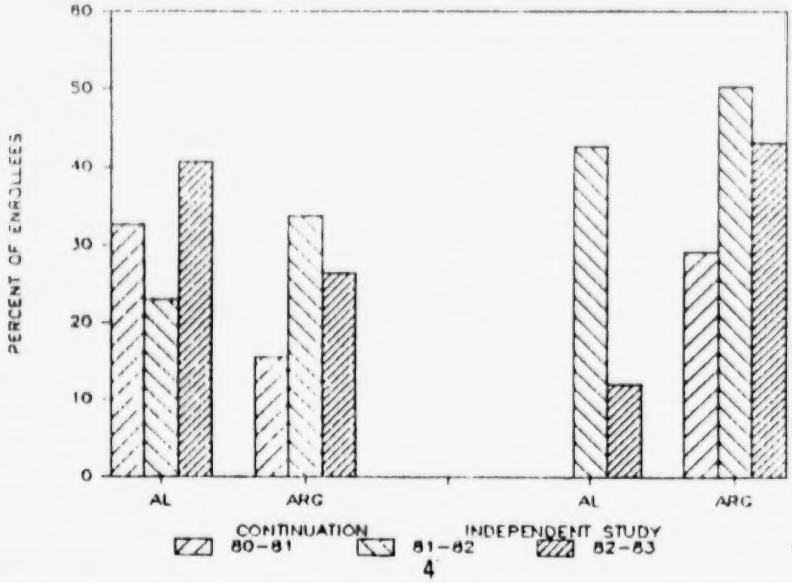
While there has been an overall increase in the dropout rate at all high schools, patterns of these increases have varied from school to school. At C. K. McClatchy and Luther Burbank there has been a steady increase, with Luther Burbank realizing the largest of these, 6.0 percentage points. J. F. Kennedy and Sacramento show an increase during 1981-82 and a decrease during 1982-83, with J. F. Kennedy having the largest increase (10.1%) and decrease (9.9%) during this period. A more stable rate appears at Hiram Johnson where there was a slight decrease between 1980-81 and 1981-82, and increase between 1981-82 and 1982-83.

GRAPH 1: HIGH SCHOOL DROPOUTS



At the continuation schools, dropout rates have remained high with increases and decreases occurring on opposite years at each school. The independent study program dropout rates, while still high, show a decrease at both schools between 1981-82 and 1982-83.

GRAPH 2: CONTINUATION SCH. DROPOUTS



District Dropout Rate

A total district dropout rate cannot be computed by comparing total dropouts to an aggregate of total enrollees because of duplicate counts resulting from intradistrict transfers. A district rate, nevertheless, has been included in this report by taking the total number of dropouts as a percentage of the total enrollment for high school students as shown on Table 3 below. Enrollment information was taken from the Ethnic Composition Report compiled by the Administrative Research Office. These district dropout rates were 12.5% for 1980-81, 19.8% for 1981-82, and 17.2% for 1982-83. Overall, there has been an increase in dropouts of 4.7% in the last three years.

TABLE 3

DROPOUTS AS PERCENT OF DISTRICT ENROLLMENT

	80-81	81-82	82-83
*High School Enrollment	10,690	10,883	11,306
Total Dropouts	1,333	2,149	1,939
Dropouts as % of High School Enrollment	12.5%	19.8%	17.2%

*The Ethnic Composition Report, compiled annually, is based on second month enrollment figures.

Dropout Rate by Grade Level

Table 4 below and Graph 3 on the following page indicate that grade level rates have fluctuated in rank from year to year. Overall, the junior class has ranked first two out of the last three years, and the senior class has ranked second during the same time frame. The freshman class has consistently had the lowest rates, while the sophomore class ranked first during the 1980-81 school year, but has ranked third in the last two years.

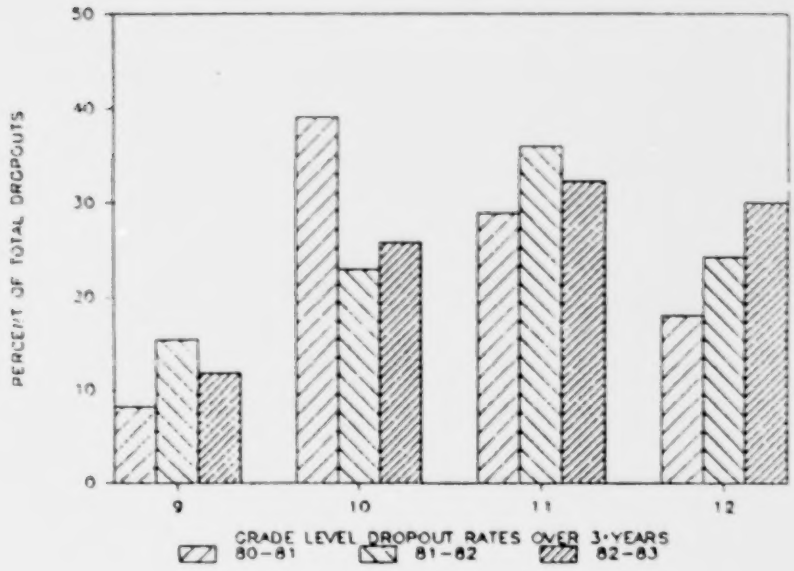
TABLE 4

MULTI-YEAR SUMMARY OF DROPOUTS RATES BY GRADE LEVEL

	80-81		81-82		82-83	
	No.	%	No.	%	No.	%
9	111	8.3*	340	15.3	228	11.8
10	522	39.1	492	22.9	501	25.8
11	386	29.0	776	36.1	626	32.3
12	239	18.0	521	24.3	584	30.1
U**	75	5.6	20	.09	-	-
Total	1,333		2,149		1,939	

*Did not include ninth grade students who were attending junior highs during this year.
**Unidentified.

GRAPH 3: GRADE LEVEL



While the highest percent of dropouts seem to come from the junior class, Table 5 indicates that this class has experienced the lowest increase in percentage gain when compared to the base year data (1980-81). The highest increase is attributed to the senior class which has had a gain of 12.1 percentage points. The only decrease is at the sophomore level with a minus 13.3 percentage points from the base year data. Freshmen and juniors show an increase of 3.5 and 3.3.

TABLE 5

MULTI-YEAR SUMMARY OF GRADE LEVEL DROPOUT RATES
WITH INCREASE/DECREASE IN PERCENTAGE POINTS INDICATED

	80-81	81-82 (I/D)	82-83 (I/D)	Overall Increase/Decrease in a Three-year Period
9	8.3	15.3 (+ 7.0)	11.8 (- 3.5)	+ 3.5
10	39.1	22.9 (-16.2)	25.8 (+ 2.9)	-13.3
11	29.0	36.1 (+ 7.1)	32.3 (- 3.8)	+ 3.3
12	18.0	24.3 (+ 6.3)	30.1 (+ 5.8)	+12.1

Dropout Rate by Ethnicity

Ethnic percentages and their ranking for district-wide high school enrollment from 1980 to 1983, are indicated in Table 6. When a comparison of this ranking is made to the percent of total dropouts for each ethnic group, a similar rank order appears with the exception for 1982-83, where the Asian enrollment (18.3%) exceeded the Hispanic enrollment (16.2%) at the high school level. This similarity in ranking, on preliminary examination, would tend to indicate that students, for the most part, seem to be dropping out in proportion to the district-wide average enrollment for their respective groups.

TABLE 6

MULTI-YEAR SUMMARY OF DROPOUTS BY ETHNICITY

	1980-81					1981-82					1982-83				
	No.	% of Total Dropouts	R.O.**	Total Ethnic* % for District	R.O.	No.	% of Total Dropouts	R.O.	Total Ethnic* % for District	R.O.	No.	% of Total Dropouts	R.O.	Total Ethnic* % for District	R.O.
Am. Indian/ Alas. Native	28	2.1	5	1.4	5	57	2.7	5	1.1	5	30	1.6	5	.9	5
Asian	69	5.2	4	15.2	4	146	6.8	4	16.9	4	195	10.1	4	18.3	3
Black	381	28.6	2	24.9	2	628	29.2	2	24.5	2	487	25.1	2	24.2	2
Hispanic	369	27.7	3	17.4	3	510	23.7	3	16.8	3	447	23.1	3	16.2	4
White	486	36.5	1	41.1	1	809	37.6	1	40.7	1	779	40.1	1	40.4	1
Total	1,333					2,149					1,939				

*Based on enrollment totals for each ethnic group at the high school level taken from the Ethnic Composition Report compiled annually.
**Rank order.

However, a different ranking emerges when the discrepancy between total dropout rates and district-wide average enrollment rates are examined. The percent of total dropouts for American Indians, Blacks, and Hispanics have exceeded the district-wide average for each ethnic group over the last three years, while White and Asian percentages have remained below the district-wide average. The amount of percentage points above or below the district-wide average are indicated in the last column on Table 7 below. Hispanics have had the widest discrepancy between total dropout rates and the district-wide average enrollment. The discrepancy for White students, whose dropout rates have been below the district-wide average, has been decreasing over the last three years. The 1983 dropout rates for White students was about even with the district-wide average enrollment.

TABLE 7

Ethnic Group	Years	% of Total Dropouts	% of Total District Enrollment	Exceeds DWA* by
American Indian	80-81	2.1	1.4	.7
	81-82	2.7	1.1	1.6
	82-83	1.6	.9	.7
Black	80-81	28.6	24.9	3.7
	81-82	29.2	24.5	4.7
	82-83	25.1	24.2	.9
Hispanic	80-81	27.7	17.4	10.3
	81-82	23.7	16.8	6.9
	82-83	23.1	16.2	6.9
				Below DWA by
Asian	80-81	5.2	15.2	10.0
	81-82	6.8	16.9	10.1
	82-83	10.1	18.3	8.2
White	80-81	36.5	41.1	4.6
	81-82	37.4	40.7	3.3
	82-83	40.1	40.4	.3

*DWA - District-wide average.

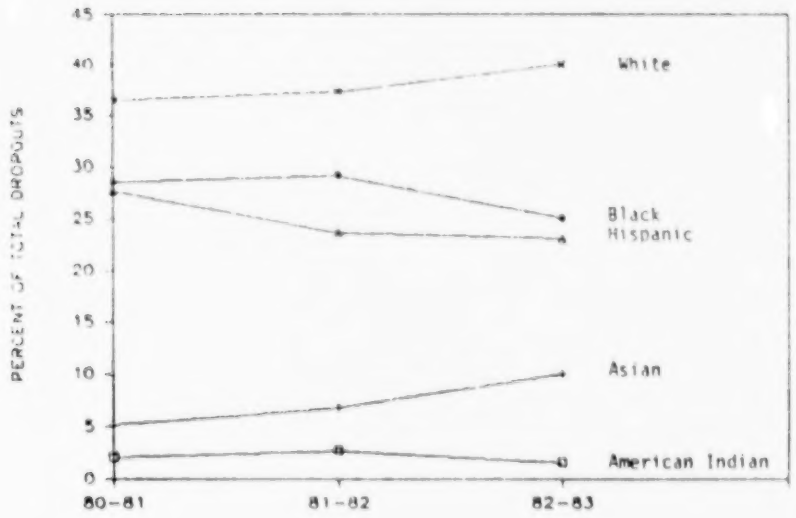
While the percent of total dropouts for American Indians, Blacks, and Hispanics have exceeded their percent of total district enrollment, their dropout rates have been decreasing over the last three years. Table 8 notes that Hispanics have realized the greatest decrease, 4.6 percentage points; Blacks have had a decrease of 3.5 percentage points; and American Indians have experienced a decrease of .5 percentage points. Whites and Asians, on the other hand, have experienced a percentage gain in total dropout rates over the last three years. While Asians have the second to the lowest dropout rate of all five ethnic groups, they have had the greatest gain, 4.9 percentage points; and total dropout rates for whites have increased by 3.6 percentage points. Graph 4 illustrates this increase and decrease in the dropout rates by ethnic group.

TABLE 8

MULTI-YEAR SUMMARY OF ETHNICITY DROPOUTS RATES
WITH INCREASE/DECREASE OF PERCENTAGE POINTS INDICATED

	80-81	81-82 (+/-)	82-83 (+/-)	Overall Increase/Decrease in a Three-Year Period
Am. Indian/Alaskan Native	2.1	2.7 (+ .6)	1.6 (- 1.1)	- .5
Asian	5.2	6.8 (+ 1.6)	10.1 (+ 3.3)	+ 4.9
Black	28.6	29.2 (+ .6)	25.1 (- 4.1)	- 3.5
Hispanic	27.7	23.7 (- 4.0)	23.1 (- .6)	- 4.6
White	36.5	37.4 (+ .9)	40.1 (+ 2.7)	+ 3.6

GRAPH 4: ETHNICITY



Dropout Rate by Sex

Table 8 indicates that males have consistently had higher percentage rates among dropouts than females. Rates for males have ranged from 53.6% to 56.1%, and for females from 43.9% to 46.4% in the last three years.

TABLE 9

MULTI-YEAR SUMMARY OF DROPOUTS BY SEX

	80-81		81-82		82-83	
	No.	%	No.	%	No.	%
Female	586	43.9	961	44.7	900	46.4
Male	747	56.1	1,188	55.3	1,039	53.6
Total	1,333		2,149		1,939	

While males have had the higher rates among dropouts, Table 9 shows a decrease of 2.5 percentage points over the last three years when compared to the base year data. Females have had an increase equal to the decrease in the male dropouts within the same time frame.

TABLE 10

MULTI-YEAR SUMMARY OF DROPOUT RATE BY SEX WITH INCREASE/DECREASE IN PERCENTAGE POINTS INDICATED

	80-81	81-82 (+/-)	82-83 (+/-)	Overall Increase/Decrease in a Three-Year Period
Female	43.9	44.7 (+ .8)	46.4 (+ 1.7)	+ 2.5
Male	56.1	55.3 (- .8)	53.6 (- 1.7)	- 2.5

Summary

School and District Dropout Rates: From 1980 to 1983, dropout rates at individual schools have ranged from 4.1% to 15.5% at regular high schools, 15.6% to 40.7% at continuation schools, and 12.1% to 50.3% in independent study programs at continuation schools.

Dropout rates increased at all high schools during this three-year period. These increases have ranged from .2% to 6.0% at regular high schools, 8.0% to 10.9% at continuation schools, and 13.9% in one independent study program.

The overall district dropout rate increased a total of 4.7% from 1980 to 1983. Dropout rates during these three years were 12.5% for 1980-81, 19.8% for 1981-82, and 17.2% for 1982-83.

Grade Level Dropout Rates: Two out of the three years between 1980 to 1983, the junior class had the largest percentage of total dropouts. The senior class, however, has experienced a steady increase in dropout rates over this three-year period and has realized the largest gain in percentage points (12.9%). Sophomores had the greatest decrease (13.3%) since 1980, and the lowest rates have consistently been attributed to the freshmen class.

Dropout Rates for Ethnic Groups: Students, for the most part, seem to be dropping out in proportion to the district-wide average enrollment for their respective groups. That is, Whites rank first in percent of total dropouts, with Blacks ranking second, Hispanics third, Asians fourth, and American Indians fifth. However, when total dropout rates are compared to the district-wide average enrollment rates for each group, a different ranking emerges.

Total dropout rates for Hispanics, Blacks, and American Indians have consistently exceeded the district-wide average enrollment for their respective groups over the three-year period from 1980-83. In this three-year period, Hispanics have shown the widest discrepancy with Blacks ranking second and American Indians third. These three groups, however, have also experienced a decrease in the dropout rate, 4.6%, 3.5%, and .5% respectively. This indicates that while dropout rates are high in comparison to their representation in the district, dropout rates for these ethnic groups appear to be decreasing.

Asian and White total dropout rates have remained below their district-wide average enrollment, but have realized a gain in total dropout rates of 4.9% and 3.6% respectively over the three-year period. This would indicate that while the rates for these two groups is low in comparison to their representation in the district, their rates seem to be increasing. In the case of White students, the total dropout rate for 1983 (40.1%), was about even with the district-wide average enrollment (40.4%) for the same year.

Dropout Rate by Sex: Over the three-year period from 1980 to 1983, the male dropout rate has remained slightly higher than the female dropout rate. The rate for males, however, has decreased by 2.5% since 1980, while the female rate has increased by the same percentage points.

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